



CEFR B2 / ADFELPS 6 -7  
and above

## Military English

Lesson: A Job in the Military - Defence Attaché - Defence and the Media [reading]

**TEACHER'S COPY**

### Overview:

This lesson presents reading practice on the topic of bilateral agreements.

### In this lesson, you will:

- ✓ read a press release for main ideas and details
- ✓ learn the meaning of new words and practice using them
- ✓ think about and practise public relations skills.

Teacher's notes are indicated by this: **TN →**

**TN →** This is a longer lesson. Depending on the time available consider omitting some tasks or teaching this over two sessions.

### Prepare for Reading

1) Discuss these questions with a partner.

- a. What defence co-operation agreements exist between your country and others? Do the public know about them? Why/not? (If you have no idea, do some online research now).
- b. What is the purpose of these agreements? What do countries get by signing up to these agreements?
- c. In the future, which country do you think your country should sign agreements with? Why?
- d. Indonesian President Prabowo has said "A thousand friends are too few, one enemy is too many." What did he mean? How does this relate to the work of a Defence Attaché (or DA for short)?

**TN →** Read the instructions together as a class. Allow Ss (Ss) a few minutes to do the activity in pairs or small groups. Monitor and help as needed. Listen for a few good/interesting answers (ans). Come back together as a class and share ideas. Ask Ss what they can see in the picture. Does the country you are teaching in have a relationship with Japan or Australia? Do they have DAs there?



*Deputy Prime Minister and Minister for Defence, the Hon Richard Marles MP, with the Minister of Defense of Japan Koizumi Shinjiro, after signing the statement of intent, with delegations from Australia and Japan in Melbourne, Australia.*

2) There are some words we need for today's reading in the box. Match them with the pictures. **TN → Read the instructions together. Have Ss work with a partner and guess. Monitor and support Ss. Encourage guessing. Ss probably won't know all the words. If you see Ss have one wrong, point it out to them, but let them try to work out what is right and wrong for themselves. Have Ss compare their ans. You don't need to check ans as a class. Use the recording (task 3) for Ss to listen and check.**

evolution // procure // maritime routes // defence industry // middle powers // Indo-Pacific region // prosperous // dominate



a. prosperous

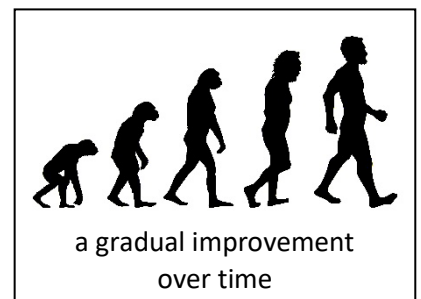
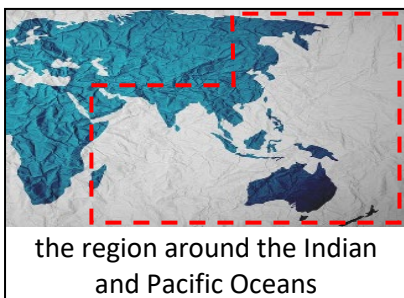
b. dominate

c. maritime routes



d. middle powers

e. defence industry



f. Indo Pacific region


g. procure

h. evolution

3) **🔊** Listen, check and repeat. **TN → Use the recording to have Ss listen and check ans from task 2. Answer any questions Ss have about the vocabulary, but since this is a reading, it is not as important as listening. Ss can refer back to this activity as a mini-dictionary if they get stuck.**

- 4) Discuss these questions with your partner to practise the new words. **TN →** This stage makes sure Ss understand the new words since they need to talk about the questions (Qs). Allow Ss 5 mins to discuss. Monitor and support Ss with vocab as needed. Encourage Ss to ‘ask the question’ to their partner, and to try to use the vocabulary in their reply. For feedback, you can ask those Ss with good ans to quickly share them with the class.
- Which **middle power** countries does your defence force have important relationships with?
  - Which **maritime routes** are important to your country? Why?
  - What **defence industry** does your country have?
  - What does your country **procure** from other countries for defence? Do you tell the public about this spending? Why/not?
  - How has your military **evolved** over the last 30 years?
  - How can governments make their countries **prosperous**? How can the military help?
  - Which countries in the **Indo-Pacific region** does your country have a good relationship with?
  - What are some of the ways that countries can dominate one another in terms of defence? What is the issue if one country becomes too **dominant**?

## Reading

- 5)  Read and listen to the **press release** about the signing of a bilateral agreement. Who is the agreement between? What does the agreement try to achieve? **TN →** Read the instructions together as a class. Check the meaning of ‘press release’ (an official statement sent to media to share news or information with the public) and bilateral (something which involves two parties, such as two countries). Make sure Ss are focused on these questions and not rushing ahead to the next section! After the recording has finished playing, give Ss a moment to compare their ideas with their partner and then check ans as a class.

- A. Australia and Japan have agreed to next steps to enhance defence and security cooperation between the two nations. This is to support a shared ambition for a peaceful, stable and prosperous **region**. A *Joint Statement on Enhanced Defence and Security Cooperation* **has just been issued**. “Australia and Japan share a strong commitment to regional stability, and at a time of global uncertainty, strengthening our longstanding defence cooperation is more important than ever” Australian Minister of Defence, Richard Marles, said.



A Japanese DA to Australia (on the right) engages with the Royal Australian Navy during a soccer match between Australian and Japanese navy personnel.

B. **This marks a natural evolution** of already close cooperation between Japan and Australia. It **builds on decades of engagement including** the 2022 Australia-Japan Joint Declaration on Security Cooperation, the 2023 Australia-Japan Reciprocal Access Agreement (RAA) and the establishment of the Framework for Strategic Defence Cooperation (FSDC). It focuses on strengthening capability, deepening integration and bolstering interoperability between Australia and Japan.

C. Some of the key priorities of the joint statement include increased **information sharing**; co-development, co-production and co-sustainment of defence **capabilities**. Some of the **activities the countries will do together are** advanced weapons testing, enhanced training and exercises; joint maintenance and sustainment of **assets**, and closer **collaboration** to secure supply chains and critical maritime routes.

D. The joint statement also shows a shared **commitment** to deepening cooperation in key areas, including defence industry. This follows Australia’s decision to procure upgraded Mogami class frigates from Japan for Australia’s general purpose frigate program.

E. Australian Foreign Affairs Minister, Penny Wong, stated, “In these uncertain times, middle powers must keep working together for a free and open Indo-Pacific, and a world where no country dominates and no country is dominated.”



Royal Australian Navy personnel on a Mogami Class frigate.

6) Write the paragraph letter next to the idea that it is mentioned in. You may use any letter more than once. **TN →** Read the instructions together. Stress with Ss that this is not a reading test, although this activity has been designed around a common IELTS / ADFELPS reading task. The blue box ‘Reading Tip’ is good to use here at the instruction / task set up stage as this will give the Ss an idea about ‘how to read’ i.e. they are practising looking for main ideas in this task type. Tell the Ss the text is a short piece about signing a bilateral agreement, and they should be reading quickly to find the paragraph that has the idea in it. They should write the paragraph letter (i.e. A-E) in the right hand column. Do the first one with them (it’s the easiest). Give them 6-7 more minutes to finish the others, encourage them to underline where they think the idea is mentioned in the paragraph. Ask the Ss to compare their ans (and their underlining) in pairs after time is finished. Check the ans as a class (colours below correspond to the highlighted passages in the txt). For Ss doing an IELTS exam, point out that this exercise is best saved until the end.

Idea	Paragraph
a new and important document	A
standing as one against unwelcome influence	E
some of the ways the two countries want to learn together in the future	C
previous agreements	B
changes to a relationship that are ‘natural’	B
a strategy for countries in the region	E
Australia buying equipment from another country	D

**Reading tip:**  
When matching paragraphs to ideas, don’t look for key words, but for the **main ideas** in the paragraph. Read (skim) the paragraphs, then the ideas. Run your eyes back over the paragraphs to find a match. Good luck!

- 7) Read the text again, then complete this summary choosing no more than three words from the text in each space. The words must be copied exactly. **TN →** Read the instructions together as a class. Then ask

### Reading tip:

In this task, you **MUST** follow the instructions to use between one to three words – you **CANNOT** insert four. Your one, two or three words must be grammatically correct in this new sentence. This type of task follows the order of the text, so you know which part of the text to read. Read the questions, and underline key words. Skim, then scan to find the correct one, two or three words to fill the gap.

Ss to read the blue text box – it provides essential info on how to approach this type of task. Tell Ss in the IELTS especially, the words must be in the same form as the text and any mistakes in transcribing will cost them the point as will going over the work limit (e.g. 4 words). Allow Ss time to complete. When most Ss have finished, have them compare with their friends before checking answers as a class.

Australia and Japan have agreed to strengthen <sup>1</sup> defence and security cooperation, formalised in a new <sup>2</sup> joint statement aimed at promoting regional peace, stability, and prosperity.

This builds on longstanding Australia–Japan defence ties, expanding recent agreements to further strengthen capabilities, deepen integration, and improve <sup>3</sup> interoperability between the two countries.

Key priorities include boosting <sup>4</sup> information sharing, jointly developing and sustaining defence capabilities, expanding testing, training and exercises, and collaborating more closely on <sup>5</sup> supply chains and critical maritime security.

The Joint Statement also focuses on commitment to closer defence <sup>6</sup> industry cooperation, highlighted by Australia’s decision to acquire upgraded Mogami-class <sup>7</sup> frigates.

Penny Wong said that due to global uncertainty, middle powers should cooperate to support a free and open Indo-Pacific and prevent any country being <sup>8</sup> dominated.

- 8) Talk to a partner. Why are **press releases** important? What do they try to achieve? Does your defence force issue press releases? What do they include? What do they leave out? **TN →** Read the instructions together as a class. Set a time limit. Monitor and support as needed. Come back together as a class. Ask 2-3 people to share one interesting thing their partner said.



A press release is an official statement issued to the media or public – delivered either in writing or orally – to announce news or provide information.

On the left, two senior officers from the Australian Army and US Navy issue a joint press release.

- 9) Look at the words in **bold** in the reading. We will match them to their definitions next. First, look at them in the sentences and talk to your partners.
- Do you know any of them?
  - Have you ever heard or read these words before?
  - What part of speech are the words?
  - What do you guess they mean?

**TN →** Read through the instructions as a class. Encourage Ss to talk through their guesses with a partner so they can support one another. No need to check ans at this stage – Ss will do this in the next stage. Guessing the meaning of words through context and grammar is a useful skill that makes learning more efficient. Ss should not use dictionaries in this stage.

## Learning Military Vocabulary


10) The words in **bold** are important military vocabulary that you should learn. Match them to their definitions on the right. Look at the example and write the answers in the middle column. **TN →** Ask Ss to look at the example. Explain: 1. match the words in bold on the left with the definition on the right; 2. the tables are separate so the ans for table one are only in table one; 3. elicit what the letter (e.g.(n)) at the beginning of each definition (right column) is: (the word class). Knowing the word class will help them find the correct ans. Give Ss 10 mins. It's important to monitor. Go around the class and randomly check Ss' ans. If they're incorrect, just say they're incorrect and let them work out the mistake. Give Ss more time if necessary, but stress that a best guess is good enough here. Check ans in the next task.


Table 1

a prosperous <b>region</b>	e	a. (n) the ability of different systems, organisations, or forces to work together effectively e.g. the navy working well with the air force or the Australian Defence Force working well with Japan
a Joint <b>Statement</b>	c	b. (n) the process of bringing different parts together so that they work effectively
close <b>co-operation</b>	d	c. <b>(n) something that someone, for example a politician, writes or says officially</b>
it focuses on deepening <b>integration</b>	b	d. (n) the process of working together towards the same goal (usually a positive meaning)
it focuses on bolstering <b>interoperability</b>	a	e. (n) a large area of a country or the world (that has particular features e.g. a lot of mountains)

Table 2

increased <b>information sharing</b>	j	f. (n) the abilities, skills, or resources needed to do something well
defence <b>capabilities</b>	f	g. (n) the act of working with another person, group or organisation (often in war time) to achieve something; can have both negative and positive meaning
sustainment of <b>assets</b>	h	h. (n) something of value owned by a company or organisation
closer <b>collaboration</b>	g	i. (n) a promise or a strong willingness to support or do something
shared <b>commitment</b>	i	j. (n) the exchange of knowledge, data, or intelligence between people, organisations or countries

11)  Listen and check. **TN →** Once Ss have finished and compared with their partner, use the recording to listen and check ans.

12)  Now practise saying the words. Listen and repeat. Look at where the stress is underlined in words that have more than one syllable. **TN →** Use the recording to drill the vocabulary. Start by drilling the whole class, before asking individual Ss to repeat. Correct as needed. Ask Ss to work with a partner and make sure they understand all the words. Allow them time to see if they have any questions they would like to ask before they move onto the next stage. Then, ask Ss to take it in turns testing one another on the words. Ask CCQ questions as required. In this set of nouns, you will notice that the stressed syllable come most often directly before the noun identifying suffix –ment, -tion, -ity – this is a rule you could teach the Ss.

## Practice

- 13) Complete the questions with new words from the box. You may have to change the word form. Look at the example. Then, ask and answer the questions with your partner about you. **TN → This stage gives Ss another chance to check their understanding of new words. Read the instructions together as a class. Allow Ss 5 mins to complete the activity. Then have them compare with a partner. Check ans together as a class.**

capability // ~~integration~~ // statement // interoperability // cooperation // collaboration // commitment // information sharing // region // assets

- a. How do you think DAs integrate themselves into new cultures and social situations when they post overseas?
- b. Why is it important for defence ministers to release a joint statement after meetings?
- c. What are the main security challenges in your region?
- d. What are the benefits and risks of a country selling – or donating – older military assets, such as tanks and aircraft, to another country?
- e. Does your country share information with neighbours? What information do you keep secret?
- f. What is one capability you have that many other people don't? e.g. speaking a language
- g. What are the advantages and disadvantages of cybersecurity collaboration between nations? What are the advantages of working alone?
- h. How can a country show its commitment to regional peace and security?
- i. Why is the interoperability of land, air and naval power important in military operations? What are some challenges of working closely and well together in your country?
- j. When is it important to cooperate with allied militaries? When is it important to say no?

- 14) **Looking at language – collocations.** In the text in this lesson, there were **adjectives** as collocations for most of the nouns you have learned. Can you remember any of the collocations? Write down as many as you can. Then, check your ideas against the reading. The first one has been done for you. **TN → This exercise highlights the importance of learning English in chunks. Read the instructions as a class. You could make this more fun by making it a timed competition. When time is up, tell Ss to check their ans in the text. Extension idea – get Ss to find some new collocations for today's vocabulary words and write new sentences. Then they stand up and read their sentences to their friends but say 'banana' instead of the vocabulary word. How many people can guess their sentences?**

collocating adjective for the →	noun
stable	region
joint	statement
security	cooperation
increased	information sharing
defence	capabilities
closer	collaboration
strong	commitment

**Did you know** learning vocabulary in 'chunks' can help you to sound more fluent and help people understand you more easily?

These websites will help you build your collocations in essays and professional communication.

Scan here:

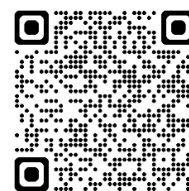


Or here:



15) **Preparing to speak.** Imagine you are the DA for your country in Australia (or another country) and have been tasked with giving a short oral briefing to the media on an upcoming bilateral exercise.

- a.  First watch this video with an ADF representative giving a briefing about Exercise Talisman Sabre to the media in Australia: Type on YouTube [Australian and US join forces for largest defence exercise | Sunrise](#) or scan the QR code →



As you watch, answer the following questions:

- Who is in the exercise? **Australia, USA and 17 other nations.**
- Where will the exercise take place? **Australia and Papua New Guinea; from Christmas Island to Jarvis Bay.**
- What does the exercise want to achieve? **Interoperability.**
- What does the Brigadier not comment on? **Should we increase defence spending?**

- b. Now plan your briefing. Make notes on:

- the exercise name
- where the exercise will take place
- why the exercise is important to both countries
- a VIP who might open/close the exercise.

Tell your partner about your ideas.

- Try to use words from this lesson.
- Do they think it is a good idea for a bilateral exercise?

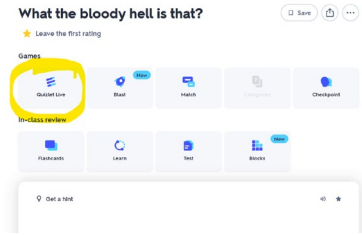
**TN →** Ask Ss to read the questions in part a of this task, then play the video (3min duration). For feedback, ask Ss to check in pairs, then ask random Ss to give their ans to the class. For part b, tell Ss they will prepare their briefing and take notes. Read the instructions together as a class. Allow Ss time to take some notes. Monitor and support as needed.

16) **Speaking.** Work with another partner. Take turns delivering your short oral briefings. Which same words from this lesson did you both use? **TN →** Read the instructions together as a class. Pair Ss up to give their briefings. Set a time limit. Encourage follow up questions. Get Ss to swap partners if time allows. Listen and make notes about any issues with pronunciation, grammar, vocabulary and collocations. Come back together. Ask 2-3 Ss to share what they learned. Tell Ss something you noticed going well and do error correction as needed.

- For more [practice](#) with the words you've learned here, scan the QR code. →



**TN →** If you have time left over, and your Ss have phones with internet play Quizlet live to consolidate the lesson. You will need to be logged into Quizlet for you to start the game as a teacher. Otherwise, you **cannot** see the icon. Here is a video on how the game works - <https://www.youtube.com/watch?v=q64qTBfK0iE>



**TN →** If you don't want to play Quizlet live (or if you don't have the internet) there are many other games you could play to round off the lesson such as back to the board. Instructions here: <https://www.youtube.com/watch?v=p7j-2xteKB4> (I know the videos is kids, but it works for all ages, I promise! 😊)

- This lesson links with → *Coming soon!*

Adapted from: <https://www.minister.defence.gov.au/media-releases/2026-05-04/enhanced-defence-security-cooperation-japan>  
Accessed 10 May 2026

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